

RSE

Year 5



What is RSE?

- healthy lifestyles
- physical, mental and emotional wellbeing
- managing risks
- keeping safe – physically and emotionally
- managing change, including puberty, transition and loss
- making informed choices about health
- how to respond in an emergency
- managing friendships
- family life
- online safety

Statutory Health and Relationships Education – What Has Changed?

- A statutory health and relationships education was introduced by the DfE in 2020.
- We teach this within our PSHE curriculum – ensuring that key non-statutory areas such as finance and careers are also covered.



Department
for Education

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

Relationships

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe



Health

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- health and prevention
- basic first aid
- changing adolescent body
- facts and risks associated with drugs, alcohol and tobacco





PSHE Long Term Overview

Key:	Relationships and Feelings		Living in the Wider World		Health and Wellbeing	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Why are friendships important?		Why is family life important?	How can we keep our bodies healthy?	How can I show respect?	What jobs would we like?
Year 4	How can I eat well?	What is bullying and what can we do about it?	What is the same and different about us?	How can I look after my body? (RSE)	How can I describe and manage my emotions?	How can I manage my money?
Year 5	What does discrimination mean?	How can I make decisions to keep myself and others safe?	How should I respond in an emergency?	How do we grow and change? (RSE)	Who runs our country?	Which choices affect my health?
Year 6	How can we manage risk?	What do I need to know about drugs, alcohol and tobacco?	How can we look after and improve our mental wellbeing?	What are my rights and responsibilities?	What makes a healthy and happy relationship? (RSE)	
	Thriving Online					

Year 5 – How Do We Grow and Change?

- Puberty
- Periods/menstruation
- Personal hygiene
- Emotional changes



Time to change

Y5 Lesson 1

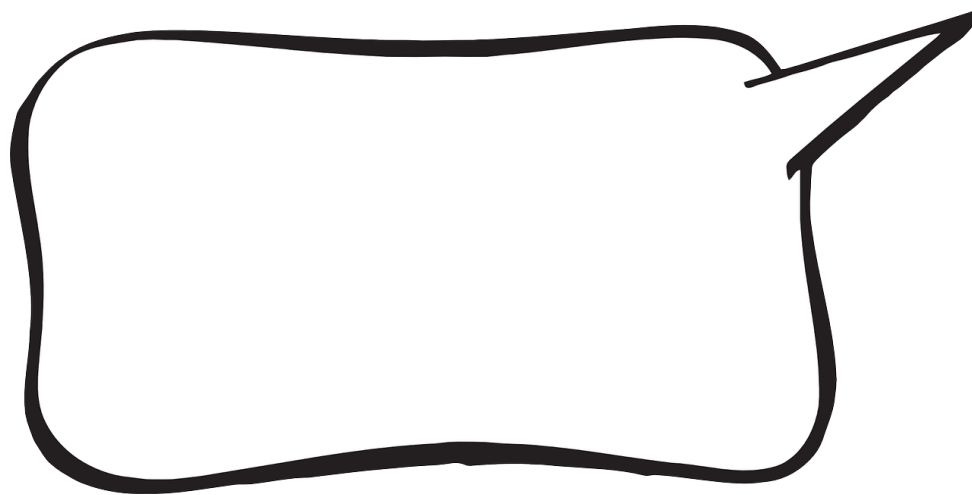
Learning objective

- We are learning about the physical changes that happen during puberty**

Learning outcomes

- I can recognise what puberty is, including when and why it happens.**
- I can identify some of the physical changes that happen to bodies during puberty.**
- I can use scientific vocabulary for external male and female body parts, including genitalia.**

Ground rules



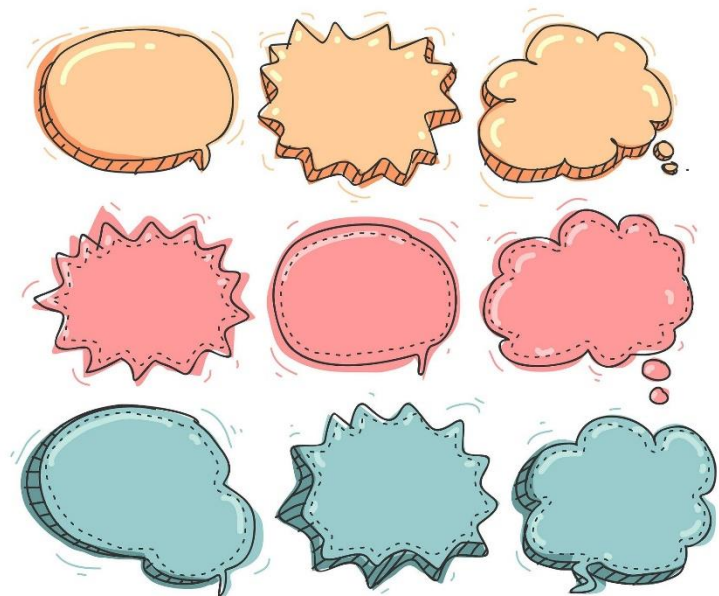
Changes

Draw two quick pictures - a male child and a female child the same age as you.

For each, write down the changes that will happen as they develop into a teenager.



What is puberty?



When and why?

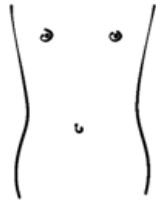
Layla has been learning about growing and changing at school. She has spoken to her older brother Joe about going through puberty and is wondering when it might happen to her. She asks Joe, ‘Why does puberty happen?’

When can puberty start?

What could Joe say to Layla?

Body parts

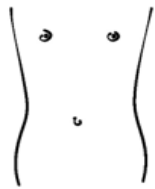
Match the body parts with the body part labels



penis	testicles
vagina	vulva
mouth	eyes
nipples	legs/feet

Body parts

nipples



legs/feet



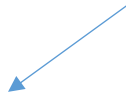
penis



testicles



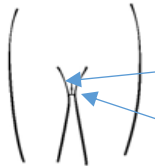
mouth



eyes



vulva

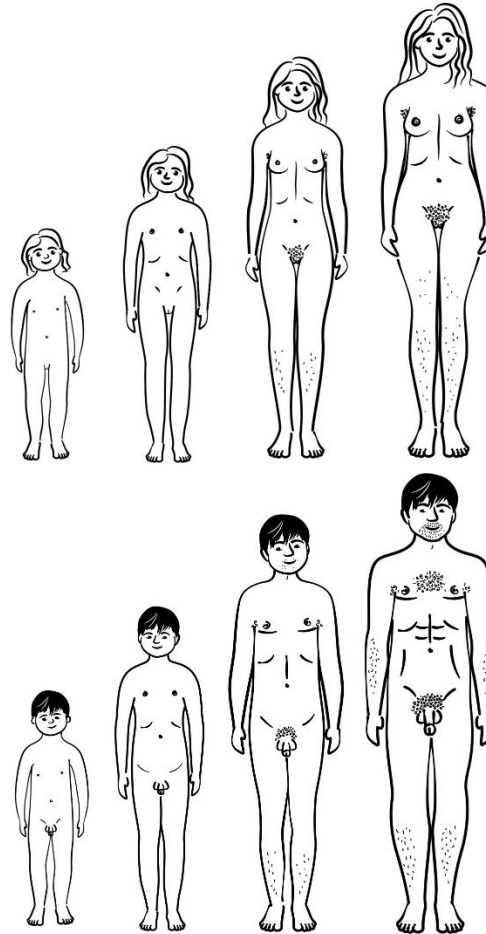


vagina



Body changes

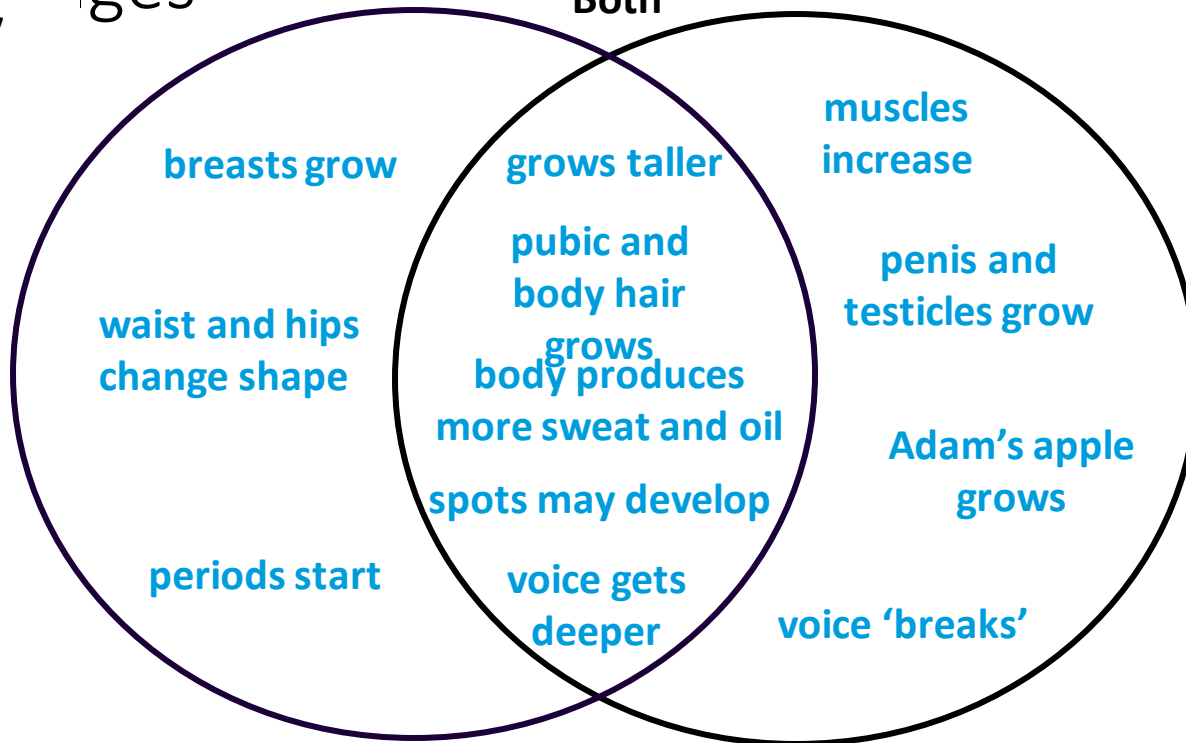
Write down the changes between the bodies before and after puberty, including any others you know about.



Body changes
Female body changes

Both

Male body changes



3 - 2 - 1

In today's lesson:

3 things I have learned are.....

2 things I found interesting are.....

1 question I have is.....

Signposting support

If you have any questions or worries about puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

www.childline.org.uk can provide support too (phone 0800 1111 to talk to someone).

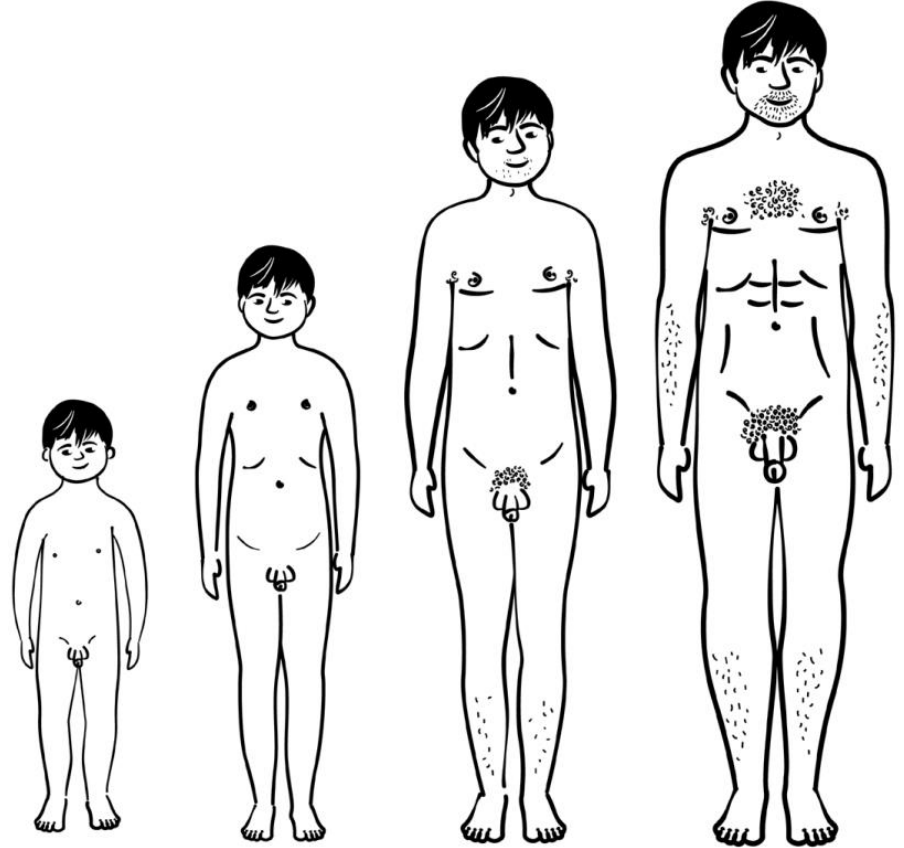
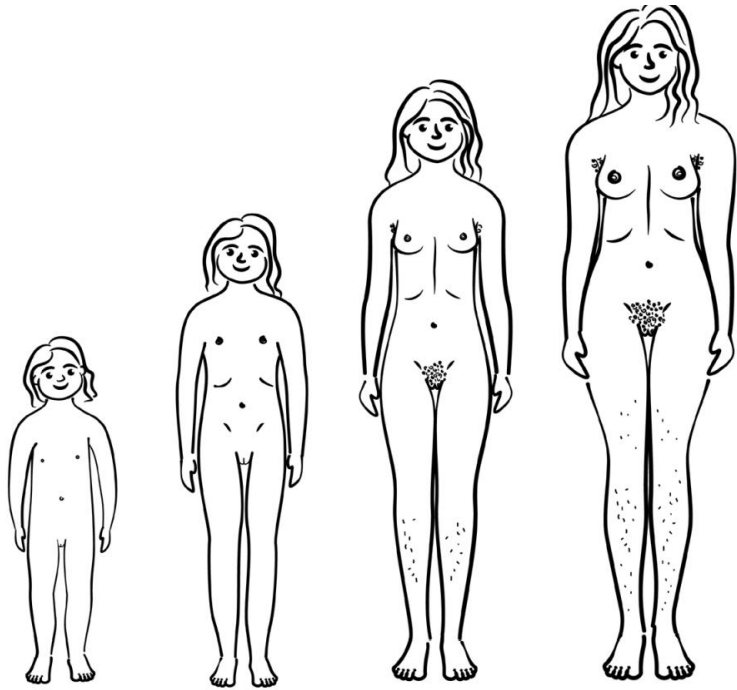


More activities

Giving advice

I'm feeling a bit scared about puberty, and I'm not sure what to expect....can you help?







Menstruation

Y5 Lesson 2

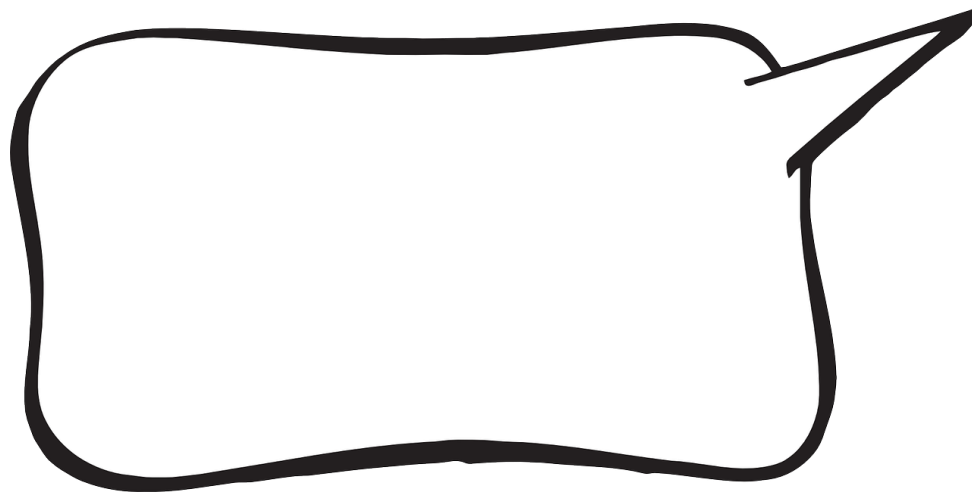
Learning objective

- We are learning about the biological changes that happen during puberty**

Learning outcomes

- I can use scientific vocabulary to describe body parts, including genitalia.**
- I can explain what happens during menstruation (periods).**

Ground rules



Kelly's diary

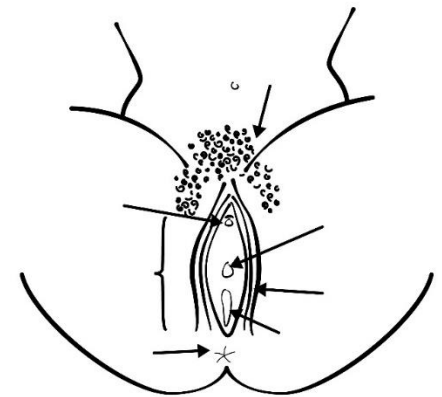
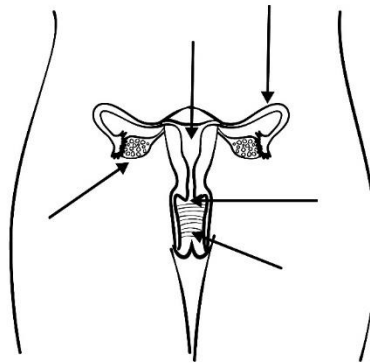


Last night I was getting ready for bed and I realised I had started my period...

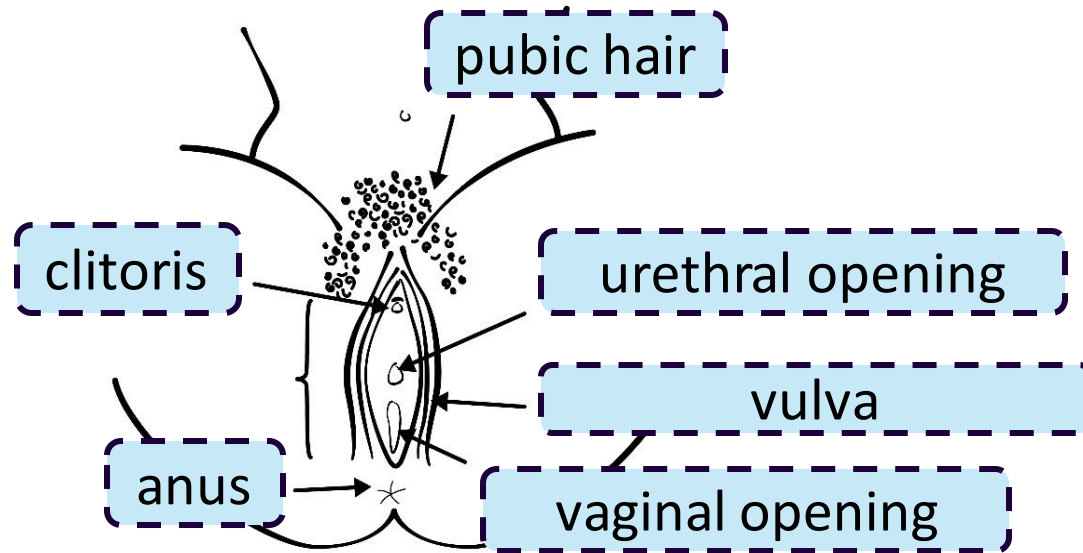
- What does Kelly mean when she says, “I had started my period”?
- How might Kelly have known it was her period?



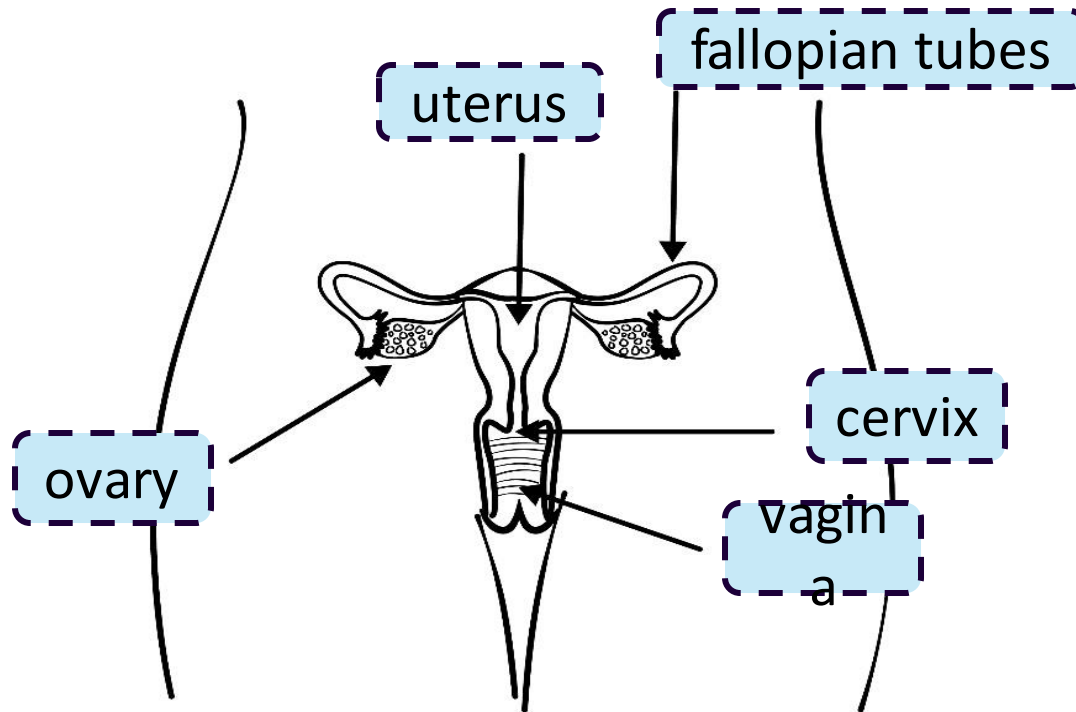
Female genitalia and reproductive organs



Female genitalia



Female reproductive organs



Menstrual cycle

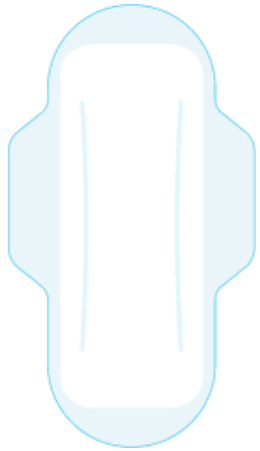
Video link:

https://www.youtube.com/watch?v=vXrQ_FhZmos



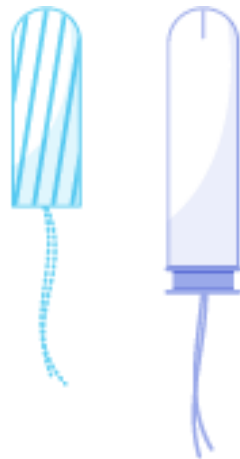
- What happens during the menstrual cycle?
- Why do periods happen?

Period products



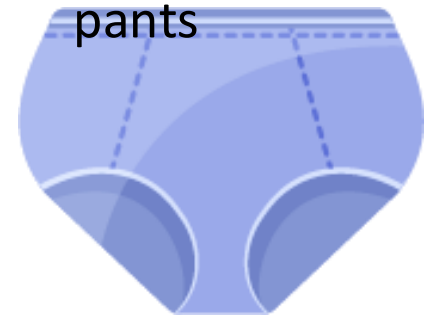
Period pads

Tampons



Menstrual cup

Period pants



Create a list of top tips for someone experiencing a period.

You could include:

- Information on what might happen
- Advice on different period products
- What to do if they are worried about having a period.



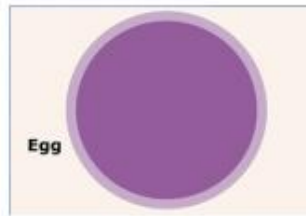
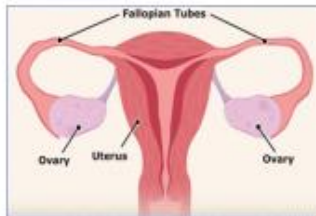
Signposting support

If you have any questions or worries about menstruation, it is important to speak to a trusted adult – a parent/carer or teacher at school.

www.childline.org.uk can provide support too (phone 0800 1111 to talk to someone).



Year 4-5 Lesson 2 | Resource 3a: Menstrual cycle - support





Personal hygiene

Y5 Lesson 3

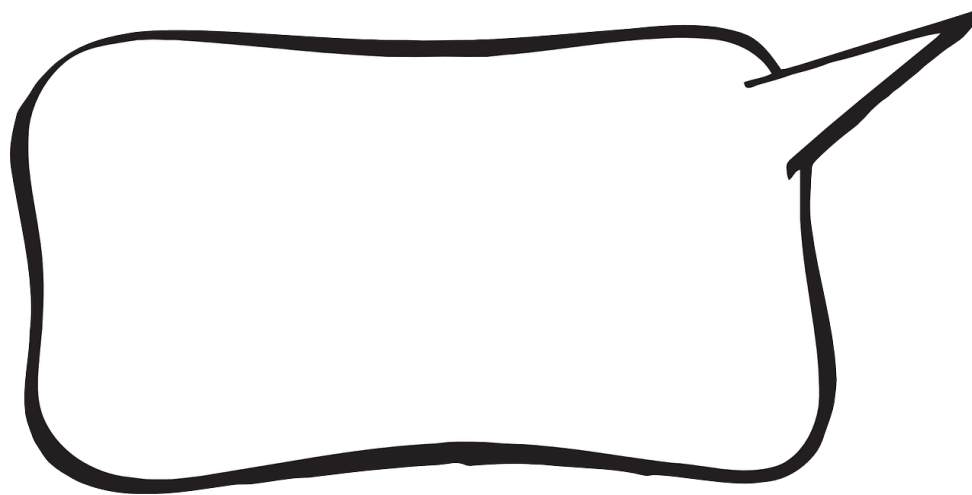
Learning objective

- We are learning about the importance of personal hygiene during puberty**

Learning outcomes

- I can identify body parts or areas to keep clean during puberty.**
- I can explain how to keep clean during puberty.**
- I can describe ways to manage physical changes during puberty, including the use of products to keep clean.**

Ground rules



Looking after bodies

Bailey's parents say: *"Now that you are getting older Bailey, there are some things you must do to look after your body and keep it clean. It is really important, especially when you start puberty."*

"Why?" asks Bailey.

In pairs, write a sentence from the point of view of Bailey's parents, explaining the importance of keeping clean, and what Bailey should do to look after their body.



Body outlines

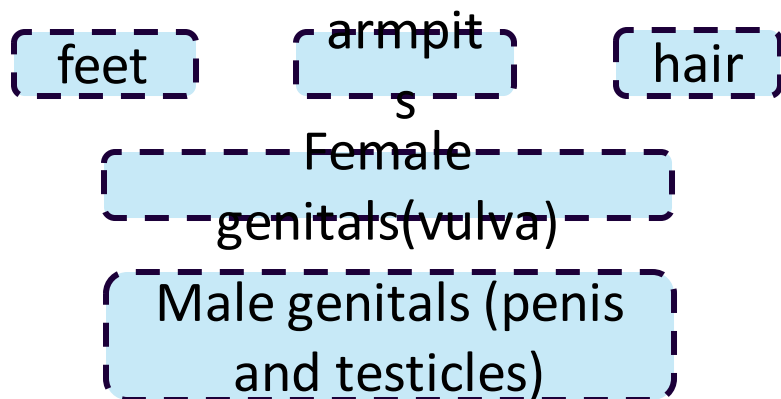
In your groups, draw an outline of a young person.

Label all the different body parts that they will need to pay special attention to in relation to personal hygiene.



Body outlines

They will need to pay special attention to....



Next to the labels, write down:

- **why** they need to pay attention to the area
- **how** they should keep the area clean and **how often**

Personal hygiene items

What is the product?
What is it used for?



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Hygiene questions

With your partner, read and write an answer to the question.

Then, swap questions with another pair and add your answer too (you may agree or disagree).



Shopping list

What products might Bailey want to buy to prepare for puberty?

In pairs, write a shopping list for Bailey for items to include in their wash bag.



Signposting support

If you have any questions or worries about personal hygiene during puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

www.childline.org.uk can provide support too (phone 0800 1111 to talk to someone).



More activities

Day in the life

Write a 'day in the life' or diary entry for Bailey.

- some of the physical changes that Bailey is experiencing
- the times of day when Bailey washes or keeps clean
- the products that Bailey uses to manage personal hygiene



<p>Hair</p>	<p>Why: During puberty, hair becomes oilier.</p> <p>How: Washing hair with warm water and shampoo.</p> <p>How often: Regularly.</p>
<p>Armpits</p>	<p>Why: During puberty, more sweat is made, and it can make armpits smell.</p> <p>How: Washing armpits with soap or shower gel, using deodorant and wearing clean clothes.</p> <p>How often: Every day.</p>
<p>Feet</p>	<p>Why: During puberty, more sweat is made and can make feet smell.</p> <p>How: Bathing or showering and wearing clean socks.</p> <p>How often: Every day.</p>
<p>Genitals (vulva)</p>	<p>Why: To stop secretions building up and becoming smelly, itchy or sore.</p> <p>How: Using just water or unperfumed soap to wash the area around the vulva.</p> <p>How often: Every day.</p>
<p>Genitals (penis and testicles)</p>	<p>Why: To stop secretions building up, which can become smelly or infected.</p> <p>How: Using plain, mild soap to wash the penis and testicles. If the penis has a foreskin, clean gently underneath.</p> <p>How often: Every day.</p>



What is personal hygiene?

Is it OK to swim when having a period?

How often should someone wash during puberty?

Why is it important to change clothes regularly?

How can someone manage body odour?



Emotions and feelings

Y5 Lesson 4

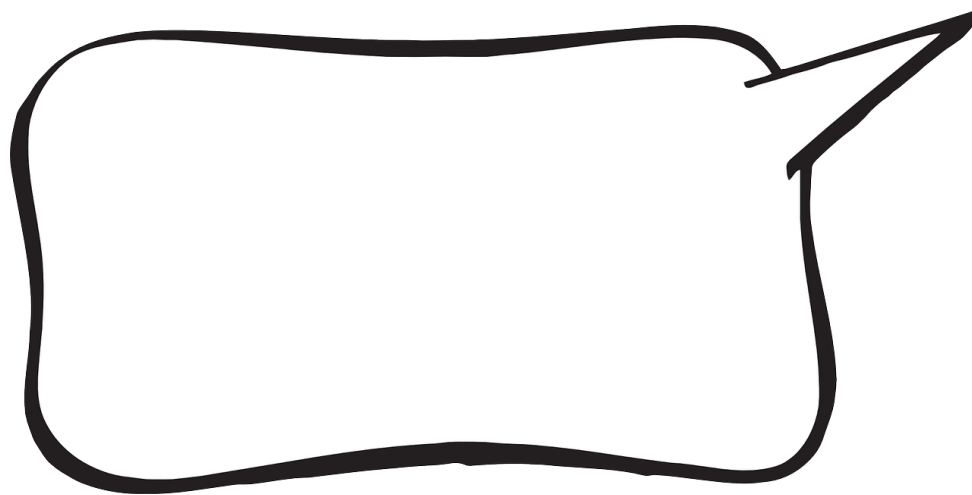
Learning objective

- We are learning about emotional changes during puberty**

Learning outcomes

- I can identify some of the feelings experienced during puberty.**
- I can describe how and why emotions can change during puberty.**
- I can explain where to get help and support for managing puberty.**

Ground rules



Feelings

I used to be a really happy person, but now I sometimes feel really angry or fed up about things. Lately, I've been feeling really up and down. Is this normal?

Taz, age 12

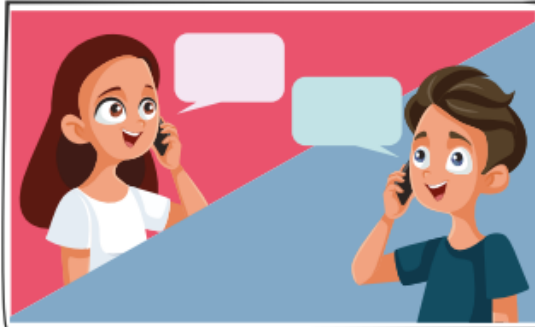
- What does Taz mean by feeling 'up and down'?
- What might be causing Taz to feel like this?
- What could Taz do that might help?

Storyboard: Taz's day

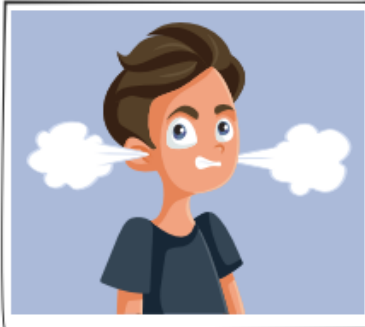


What emotional changes do Taz and Rani experience?

What is causing the changes in Taz and Rani?



Friends Taz and Rani are talking before school. Taz is telling Rani how he has been feeling lately, "I've been feeling up and down". Rani says, "It's because of the hormones released during puberty, your body is trying to adjust to them, I think!".



Taz is working on some maths in school. He usually finds the work OK, but today can't seem to figure it out and it's making him frustrated!



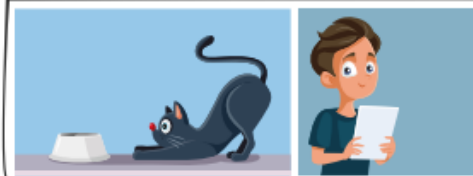
At break time Taz is having fun playing basketball and scores lots of points. The other team manages to win, and suddenly Taz feels really upset. His friends tell him it doesn't matter, but Taz finds it hard to accept.



Back in class, the teacher helps Taz with a strategy for his maths work. This helps him to overcome a tricky problem and he feels really proud of himself!

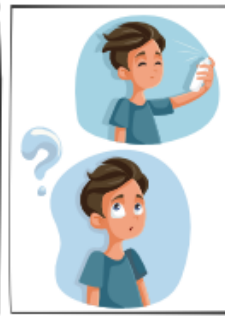


Taz and Rani walk home from school together. "I had such a rollercoaster day!" says Taz. Rani agrees and tells Taz she has been having some new feelings too; she has a crush on someone in her class, "I feel giggly and excited when they're around", she says.



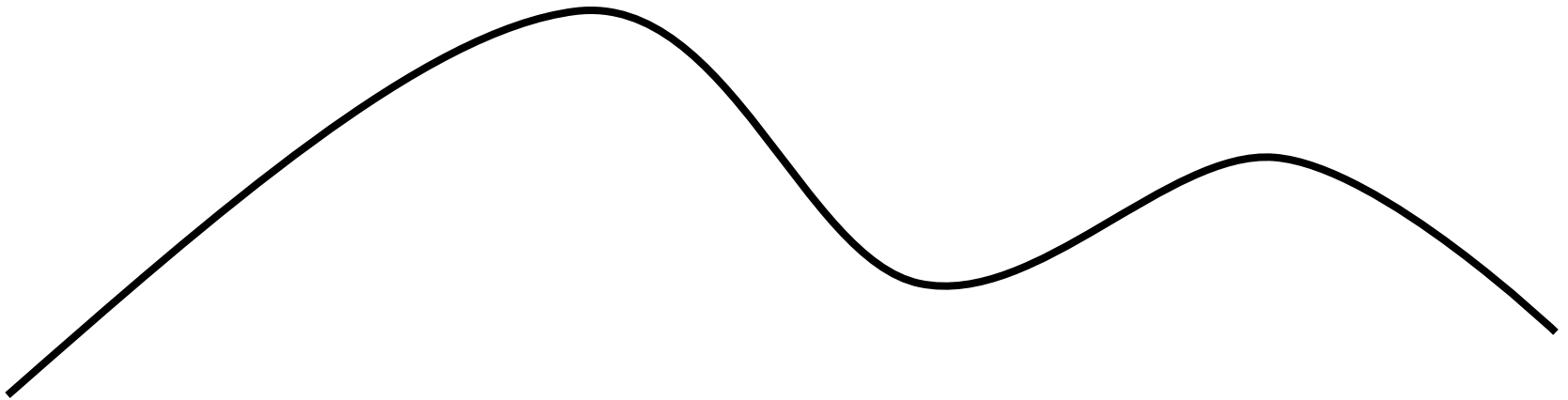
At home, Taz feeds the cat and starts homework, he manages the maths on his own!

Taz tries out his new hair product and starts to sing his favourite song. Taz thinks his voice is sounding different, a bit deeper than before. He feels positive about some of the changes but also uncertain - there have been lots of changes recently.



Taz tells his dad about school, and his feelings - sometimes he feels happy, confident, and proud and other times he has been feeling upset and confused. Taz's dad reassures him, "It's normal to have a mix of feelings, especially during puberty; things can feel more intense, and it can be hard to manage sometimes. When I was your age, I used to keep a diary to write down all my feelings".

Feelings rollercoaster

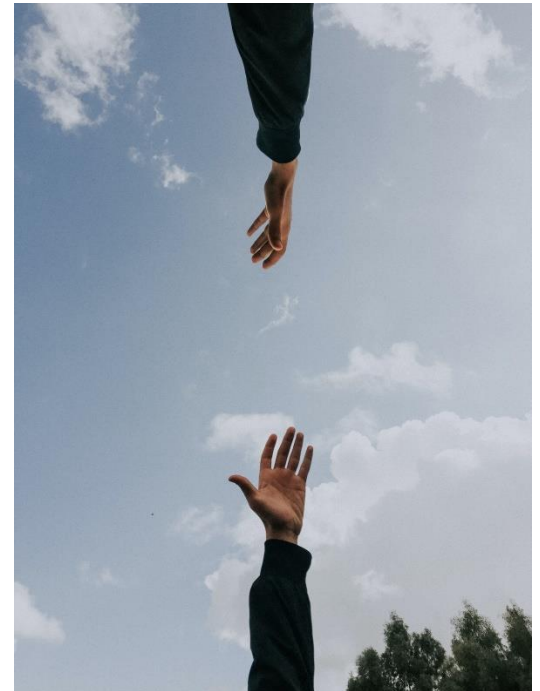


Add your post-it notes to the wavy line either high up on top of a wave, low down at the bottom, or halfway between – depending on whether the feeling would make someone feel ‘up’ or ‘down’.

Corners of support

If someone needs help with their feelings, where could they get help and support?

Now, listen to the sentence and move to the label that you think would best support the young person.



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What has been learnt?

Go back to your drawings of the male and female child from lesson 1.

- Make any changes to your ideas if you want to.
- Add your new learning from the series of lessons.

Use a different colour pen or pencil.



Signposting support

If you have any questions or worries about emotional changes, or any other topic covered in the lessons about puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

www.childline.org.uk can provide support too (phone 0800 1111 to talk to someone).



More activities

Puberty toolkit

Make a puberty advice sheet for other pupils to use. Include ideas to cope with puberty and growing up. For example:

- Ways to help someone with physical changes
- Ways to help someone with emotional changes



Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Your Rights as a Parent

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when.

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